

Childminder report

Inspection date: 11 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children are happy and quick to settle with this calm and caring childminder. They build secure bonds with her and feel safe and valued. Children show increasing independence as they choose and explore a wide range of resources. They are captivated by the exciting activities on offer and make good progress.

Children make regular outdoor visits in the local area and learn about the world around them. They experience trips to the shops, post office and parks. Children develop their confidence in new places and enhance their social skills as they meet new people. They love playing in the garden and enjoy being in the fresh air. Children show increasing control when using the climbing frame and riding the bicycles. They develop fine and gross motor skills as they practise mark making, showing a particular interest in forming the letters of their name. This helps children acquire good skills for their future learning.

Children behave well and are courteous towards each other. They are reminded by the childminder to follow her high expectations, such as when they walk indoors to avoid slipping. Children are supported to share their toys by using a sand timer and wait patiently for their turn. They say 'thank you' to their friends when they hand over the toy to them. Children are proud of their achievements and show a true sense of belonging.

What does the early years setting do well and what does it need to do better?

- The childminder shows a strong commitment to updating and extending her knowledge and understanding. She does this by sharing good practice with local practitioners, undertaking online training and seeking advice from early years advisors. The childminder considers the learning points and implements these to make further improvements to the setting.
- The childminder supports children's early reading skills well. She shares a variety of books with them and encourages them to spot objects that start with the same letter sound. This is made more meaningful, as the childminder points out objects that start with the same letter sound as children's own name. This helps children to distinguish between different letter sounds they hear.
- The childminder recognises the importance for children to understand different emotions. She has organised a cosy area in her home for children to relax in if they are feeling anxious or upset. In this space, the childminder talks to children sensitively and shares a book about feelings with them. Children are given the opportunity to reflect on their behaviour and consider what they could do next time. This approach is proving successful.
- Children are motivated learners and persevere in activities, with the childminder's support. However, at times, when engaged in adult-led and child-

led activities, the childminder does not allow children to solve any problems they may face by themselves. She is too quick to fix these for them. As a result, children do not benefit from opportunities to apply critical thinking, test their own ideas and address any problems on their own.

- Children learn to adopt healthy lifestyles. They become increasingly independent at managing their own self-care needs, such as washing their hands after using the toilet. Children say they are 'washing away the germs'. They understand that they may 'get sick' if they do not wash their hands.
- The childminder gives a high priority to developing children's communication and language skills. For example, she regularly sings songs and motivates them to join in. Children learn new words, such as 'plaque', and understand that it is made up of sugary foods that need to be brushed away. In this way, children begin to build a wider vocabulary.
- The childminder knows children well. She talks to parents about their starting points and interests and uses her ongoing observations to highlight the support they need next. The childminder plans a range of activities. However, on some occasions, these activities are not sharply tailored to meet children's individual learning needs. Consequently, children's knowledge and skills are not fully embedded to the highest level.
- Parents are kept well informed of their children's progress. They speak highly of the childminder's relationship with their children. Parents are appreciative of the communication, which supports their involvement in children's learning. They are impressed with children's good progress, especially in their confidence, independence and speech.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is fully aware of her responsibility to keep children safe from harm. The childminder has a secure understanding of the local safeguarding partnership procedures to report a concern about children's welfare. She regularly updates her safeguarding knowledge. The childminder is confident in how she would identify possible signs and symptoms of abuse. She understands the risks to children from a range of safeguarding matters, such as exposure to extremist views and behaviours. The childminder uses risk assessments to effectively identify and minimise potential risk to children in her home and on outings. This helps children to feel safe and secure.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- give children more opportunities that allow them time to think to find solutions to problems they may face on their own

- refine planning to ensure that activities have a clear intent and target children's individual learning needs and interests more accurately.

Setting details

Unique reference number	2583567
Local authority	Hillingdon
Inspection number	10251056
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 2
Total number of places	3
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Ruislip, in the London Borough of Hillingdon. The childminder offers care from 8am to 6pm, on weekdays, throughout most of the year. The childminder holds a relevant qualification at level 6.

Information about this inspection

Inspector

Sonia Panchal

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- The childminder discussed the curriculum she provides for the children to the inspector.
- The inspector observed the childminder interacting with the children and assessed the impact of her teaching on children's learning.
- Parents provided written feedback about the education and care their children receive. The inspector has taken these views into account.
- Children spoke to the inspector to share their learning.
- The inspector looked at some of the childminder's documentation, including suitability records.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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